

# Cine de América Latina

SPAN 554 - SYLLABUS FALL 2022 --- M 5:30 - 8:15 PM @ 414 BAB

## THE CONTENT OF THE FORM

**Instructor:** Dr. MANUEL MEDINA

**Email Address:** manuel.medina@louisville.edu -  
(Expect a reply within 24 hours)

**Office:** 329B Bingham Humanities Building

**Phone number:** 502-852-0501

**Office Hours:**

Luness 4:00 - 5:00 p.m. Held via Teams or F2F  
304 Stevenson Hall

Luness 12:00 - 12:50 p.m. Held via Teams or F2F  
329B Bingham Humanities

Or by appointment

## Philosophy of Teaching

Reading, analytical thinking, questioning, challenging old beliefs, expressing one's own opinions and writing represent the main components of this course.

Students will read, write, watch film and documentaries and participate in group discussions. The instructor assume that you have completed the day's assignment before you come into class.

## Course Objectives

Students learn how to use film theory to analyze movies.

The class studies the development of Latin American Film since late 20th Century to analyze themes and narrative strategies of film representative of the larger film cultural production.

The discussions will address and examine how the social-economical-political conditions affect cultural production.

The class will study selected readings on the issues of gender, genre, space, people and places and how film directors and fiction writers depict daily life in their fiction and movies.

**class website:** [http://medina502.com/classes/lafilm\\_2022](http://medina502.com/classes/lafilm_2022)

## Course Goals

- Explain the social-political-cultural evolution of the Latin-American film from the late 20th Century to the present.
- Indicate the techniques used by directors to depict a message and the relationship between visual form and content.
- Describe the development of Latin-American film and its role in national film industries and cultural productions.
- Provide a list of valid arguments to discuss how Latin American film represents and deals with social-cultural issues and problems.



*El baño del papa*, César Charlone, Enrique Fernández, Uruguay, 2007

## Required materials

The following items will be needed:

- **Book:** Giannetti, Louis. *Understanding Movies 13th ed.* Upper Saddle River, New Jersey: Prentice Hall, 2014. Or any edition, since the 9th . edition, print or digital.
- **Additional readings:** Available from the class website or Blackboard
- **Films:** See list in "Reading and Assignment Schedule" Available for free from the Ekstrom Library Reserve Desk or via streaming from different services as paid options:



**"UNA CÁMARA EN LA MANO  
Y UNA IDEA EN LA CABEZA" -**

*Glauber Rocha*

## Evaluation and Grading Policies:

**ATTENDANCE AND CLASS PARTICIPATION (10%)** This class involves reading, writing, and group discussion. I expect students to be in class to actively engage in the dialogue, debate and exchange of views about the day's topic. I assume that you will have read the assigned materials or watched the films before coming into class.

**Attendance:** I expect you to be present in all class sessions. If you don't attend class, you'll miss important information that will help you better understand the subject matter, the readings **and do well on the exams**. You will also lose class participation points for that day.

I will deduct points from your final grade for every un-excused absence, **after the first two**, using the following scale:

- Three to five: 5% deduction from the class grade
- Six to eight: a one letter grade reduction
- Nine or more: a failing grade (F) in the class
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Please, **contact me regarding excused absences such as medical and family emergencies, jury duty**, and other I could include in this category.

**QUIZZES AND ASSIGNMENTS (20%)** This includes homework assignments, pop quizzes, discussion questions, in class short writings, and group work.

**TWO EXAMS (35%)** a midterm (20%) and a second exam (15%) will each consist of providing short answers, identifying the use of cinematographic techniques in clips and writing an essay. Your answers must incorporate ideas and issues addressed in class, along with your own points of view. The exams will measure your knowledge of the assigned readings, the videos, the class lectures, and the material introduced in the oral presentations.

**ORAL PRESENTATION (15%)** This assignment allow students to analyze a film on their own and present the results to their fellow class members.

**PROJECTS (20%)** you will research and write a paper based on 1. a subject that interest you and 2. includes a discussion of the topics we study in class. It involves planning ahead, research, and well-crafted arguments to defend your thesis statement.

LETTER GRADE DEFINITIONS.	<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Exceptional</b></p> <p style="text-align: center;"><i>100-90%</i></p>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Above Average</b></p> <p style="text-align: center;"><i>89-80%</i></p>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Average</b></p> <p style="text-align: center;"><i>79-70%</i></p>	<p style="text-align: center;"><b>&lt;C</b></p> <p style="text-align: center;"><b>Below Standard</b></p> <p style="text-align: center;"><i>69-0%</i></p>
QUALITY OF WORK	<p>Student strongly exceeds all requirements as provided by the instructor. Student is well prepared for every class, with daily assignments as requested by the instructor and participates in class discussions. The work product not only meets the requirements of the project but also goes above and beyond the scope of work.</p>	<p>Student completes all requirements as provided by the instructor. Student is well prepared for every class, with daily assignments as requested by the instructor and participates in class discussions. Written work demonstrates good craft with acceptable attention to detail.</p>	<p>Student completes all requirements as provided by the instructor. The work products reflect basic comprehension of class objectives and work is completed to meet requirements only. Student is prepared for most class sessions with assignments as requested by the instructor.</p>	<p>Student completes a small portion of requirements as provided by the instructor. The work products fail to reflect basic class principles and demonstrate lack of comprehension of course material. Student is generally ill-prepared for class sessions. Written work and assignments are incomplete, poorly crafted and show a lack of attention to detail.</p>



María Luisa Bemberg filmando *Yo la peor de todas*

RUBRIC FOR ASSESSING STUDENT PARTICIPATION	A Exemplary (90%- 100%)	B Proficient (80%- 89%)	C Developing (70%- 79%)	<C Unacceptable (>70%)
FREQUENCY of class participation	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes	Student does not initiate contribution & needs instructor to solicit input.
QUALITY OF COMMENTS	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion.
LISTENING SKILLS	Student hears what others speak & contributes to the dialogue. <b>Student never or rarely sends text messages or e-mails in class.</b>	Student hears what others speak & contributes to the dialogue. <b>Student never or rarely sends text messages or e-mails in class.</b>	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking. <b>Student occasionally sends text messages in class.</b>	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc. <b>Student excessively sends text messages or e-mails in class.</b>
ENGLISH GRAMMAR	Excellent control of the mechanics of English. May contain occasional errors in spelling or punctuation.	Good control of the mechanics of English. May contain minor errors in spelling or punctuation.	Some control of the mechanics of English. May contain errors in spelling or punctuation.	Almost no control of the mechanics of English.

Based on the "Rubric for Assessing Student Participation" designed by the Eberly Center, Carnegie-Mellon University, )  
[https://www.cmu.edu/teaching/assessment/examples/courselevel-bytype/performancecriteria/course\\_rubricparticipation-ArtSociety.html](https://www.cmu.edu/teaching/assessment/examples/courselevel-bytype/performancecriteria/course_rubricparticipation-ArtSociety.html) Term Papers

## Continuity of Instruction:

If the class cannot meet in person, Dr. Medina will advise you via email or a similar medium about alternative teaching methods the class will use to insure the continuity of instruction:

**Blackboard Collaborate** would allow us to log on at the same time for a live, versatile virtual classroom session.

**Blackboard Blogs** would allow us to clearly express ideas and addresses the need to expand various aspects of social learning.

**Blackboard Discussion Board** would allow us to continue our discussions on a forum, as self-contained threaded list of postings and replies to a given question or situation.

**Blackboard Wikis** would allow each student to collaborate on material for a given topic.

## Assessments

If needed, the instructor will create online tests, quizzes and other assignments using Blackboard's assessment tools.

## Student Academic Rights and Responsibilities:

Every student is expected to be thoroughly familiar with the University's Code of Student Rights and Responsibilities and Student Conduct which can be found in the General Information section of the Undergraduate Catalog.

Along with preparing for and attending class, each student has the responsibility of promoting high academic standards. Students are expected to cooperate in all classes with the instructor to achieve an optimal learning environment. The College of Arts and Sciences does not tolerate cheating, fabrication, falsification, multiple submission, plagiarism, or complicity in academic dishonesty. The College of Arts and Sciences has a statement of academic discipline for action against students who cheat or plagiarize.

## Student Sexual Misconduct Policy

The Student Sexual Misconduct Policy (<http://louisville.edu/dos/students/studentpoliciesandprocedures/student-sexual-misconduct-policy/student-sexual-misconduct-policy-2017-2018>) outlines options for a student who believes he/she may have been or currently is a victim of sexual misconduct by a student, university visitor or employee within the university community.

## University Policy on Discrimination and Sexual Harassment:

### Sexual Harassment (Statement provided by PEACC )

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the [Affirmative Action policy](#), the [Student Code of Conduct](#), and the [UofL Computer Account Usage Agreement](#).

Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service. strategies to guide inquiry.

## Title IX/Clery Act Notification

Students Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide, <http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>.

## Code of Student Conduct

The Dean of Students Office (DOS) meets with students to assess situations of possible non-academic misconduct as described in the Code of Student Conduct, (<http://louisville.edu/dos/students/codeofconduct>). The University's Code of Student Conduct is promulgated to give students general notice of non-academic prohibited conduct. The Code should be read broadly and is not designed to define non-academic misconduct in exhaustive terms. Students are responsible for adhering to the Code of Student Conduct and should familiarize themselves with the Code. In order to protect and preserve a quality educational environment for the campus community, the DOS offers education and support for students struggling with a crisis, concern or behavioral issues.

## Policy on Instructional Modifications or accommodations:

I encourage students who have a disability or other educational, physical or mental limitations or conditions which may impair their ability to complete assignments or otherwise satisfy course criteria to meet with me to identify, discuss and document any feasible instructional modifications or accommodations. Please notify me no later than the end of the second Semana of the semester or no later that the end of the second Semana after you get diagnosed with a disability or condition, whichever occurs first. You may contact the Disabilities Resource Center for information and auxiliary aid.

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate in and complete requirements for this class, contact the Disability Resource Center (852-6938) for verification of eligibility and determination of specific accommodations.

## Religious Holy Days and Observances:

Statement found on the Calendar and Policy on Religious Holy Days and Observance PDF

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) Semanas of term.

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

For more information, view the [Calendar and Policy on Religious Holy Days and Observances](#).

## Statement on Diversity

Statement provided by the Office of the Vice Provost for Diversity and Equal Opportunity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/ expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

For more information, visit the [Office of Diversity](#).

## Course Evaluation by Students:

Please, take the time to evaluate, review and comment on this course's content, structure, design, and my performance. It helps me improve the course for the benefit of future students. The faculty's ratings directly impact their annual merit review.



*Ya no estoy aquí*, Fernando Frías de la Parra, México, 2020